DOCUMENT RESUME

ED 193 813 EC 130 120

TITLE The Individualized Education Program for Pupils Classified Eligible for Speech Correction Services.
INSTITUTION New Jersey State Dept. of Education, Trenton.
PUB DATE 80
NOTE 20p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Individualized Education Programs; *Individualized Instruction; *Program Development; *Speech Handicaps; *Speech Therapy

ABSTRACT

The document, 80% of which consists of appended samples, presents information and suggestions on the preparation of individualized education programs (IEPs) for students classified as eligible for speech correction services. Aspects covered include IEP development, parental approval, time commitments, and annual review. Four sample IEPs are appended as guides for IEP development. (DLS)

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# THE INDIVIDUALIZED EDUCATION PROGRAM

# FOR PUPILS CLASSIFIED

# ELIGIBLE FOR SPEECH CORRECTION SERVICES

**Prepared under the direction of the**
**Branch of Special Education and Pupil Personnel Services**

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## foreword

Throughout our schools we are meeting the challenge of developing and implementing quality programs for pupils requiring special education. We recognize the development of the Individualized Education Program (IEP) as a major challenge in this endeavor.

The speech correctionists have a unique responsibility in this area in that they both develop the plan and implement the program for pupils classified "Eligible for Speech Correction Services." It is with this special responsibility in mind that this material has been developed.

The information and suggestions provided are part of a continuing effort to provide assistance to the professionals in New Jersey.

We hope you find it useful in your work.

Sincerely,

Paul B. Winkler

Paul B. Winkler
Deputy Assistant Commissioner

Barbara Gantwerk

Barbara Gantwerk, Consultant
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## The Individual Education Program for Pupils Classified "Eligible for Speech Correction Services"

### The Individual Education Program

The Individual Education Program (IEP) is a written instructional plan for a pupil who has been determined eligible for special education and related services. The IEP for pupils classified "Eligible for Speech Correction Services" describes the components of the Speech program and how the instruction will occur. It states who will provide the service and how it will be evaluated. Specifically the IEP includes:

1. A description of current speech and language behavior
2. Annual goals and objectives
3. Description of the program
4. Strategies, media and materials
5. Evaluation procedure

Once completed the IEP becomes the program which must be implemented by the district.

### Development

The IEP for a pupil who has been classified by the speech correctionist as "Eligible for Speech Correction Services" is to be developed at a conference between the speech correctionist, one or both parents and the pupil where appropriate. While it is not required, the participation of the classroom teacher is important and should be encouraged.

For those students classified by the child study team who will receive speech as part of their special education and related services program, it is recommended that the speech correctionist participate with the child study team in the development of the IEP. If this is not possible, the speech correctionist should provide the child study team with the information to be used in the development of the IEP. This will eliminate the necessity of the parent having to attend two IEP conferences, one with the child study team and one with the speech correctionist.

### Parental Approval

Once the IEP has been developed the parent(s) indicate approval of the program by signing the document (see attached sample forms beginning on page 6.) The parent(s) are given a copy of this IEP.

## Time Commitments

An IEP that has been agreed to by the parent(s) must be implemented by the district within 30 school days of the conference date.

## The Annual Review

A review of the IEP must occur as often as necessary but at least annually. The review occurs at a meeting of the speech correctionist, the parent(s), the child where appropriate. Other participants such as the teacher, nurse, etc. are at the discretion of the school district or parents. The purpose of the review is to examine the pupil's educational progress and make recommendations for the next year's program. It provides the systematic feedback by which the school is able to assess the results of the previous year's IEP and make necessary revisions, additions, deletions or modifications for the renewal of the pupil's program. The annual review therefore represents an integral step in the planning-evaluation cycle of the IEP development.

## Sample IEPs

The attached samples are provided as a guide for developing IEPs for only those students classified by the speech correctionist as "Eligible for Speech Correction Services." It may, however, assist the speech correctionist in determining what kinds of information are necessary for those pupils classified by the child study team.

IT IS IMPORTANT TO NOTE THAT THE SAMPLES PROVIDED ARE NOT INTENDED AS ENDORSEMENTS OF ANY PARTICULAR TREATMENT PROGRAM BUT AS A DEMONSTRATION OF THE KIND OF INFORMATION THAT MUST BE INCLUDED.

Since the speech correctionist both develops the program and provides the instruction for children classified as "Eligible for Speech Correction Services," it is recommended that the Basic Plan and the Instructional Guide sections of the IEP be one document. A sample cover sheet which records important identifying information and dates also should be included.

## Discussion of Outline Headings

### A. Description of Current Speech and Language Behavior

This section summarizes the skills that the pupil has mastered and those that need to be developed. A specific description of the speech and language disorder appears in this section.

Information should be based on measured and observed behaviors gathered from a variety of sources (formal and informal testing, observation, review of records, language sample, parent information, etc.) This section serves as the rationale for the classification.

B. Annual Goals and Objectives

Annual goals represent what the pupil can reasonably be expected to achieve in one year's time. The goals should be directly related to the characteristics of the pupil's handicapping condition. They should reflect the intended outcome of the IEP being developed for the pupil. The number and scope of the annual goals will depend upon many factors including the nature of the pupil's past rate of learning progress.

Objectives are derived from the annual goals and represent the specific, intermediate steps that are to be taken to reach the goals. This emphasis on specificity and explicitness is due to the mandate that IEP objectives be evaluated to determine if the anticipated outcomes have been realized. Objectives must be written for each annual goal.

C. Description of the Program

This section should include the frequency and length of sessions, whether individual instruction is to be provided, the date of initiation and the anticipated duration of the program. It is important to note that the IEP reflects pupils' recommended programs based on their special needs and not on the basis of service availability.

D. Strategies, Media, Materials

This section should describe the strategies that will be employed to achieve the stated goals and objectives and any media or material that will be involved.

E. Evaluation Procedure

This section should state how and when the program will be evaluated. These procedures could include, but not be limited to: observation, parental interview, teacher interview, formal and informal evaluation techniques. The program must be evaluated as frequently as necessary but at least annually.

# CLASSIFICATION AND INDIVIDUALIZED EDUCATION PROGRAM REPORT SAMPLES

SAMPLE

# CLASSIFICATION AND INDIVIDUALIZED EDUCATION PROGRAM REPORT

**Name:** Ellen Jones **D.O.B.** 8/7/71

**School:** Chatham **District** Harriston

**Grade:** 4 **Teacher** Ms. Howe

| Date of Evaluation | Evaluator |
|---|---|
| June 9, 1980 | Sue Smith |

**Classification:** Eligible for Speech Correction Services

**IEP CONFERENCE** **Date:** June 18, 1980

| Participants | Title | Signature |
|---|---|---|
| Ms. Sue Smith | Speech Correctionist | Sue Smith |
| Mr. Jones | Parent | Earl L. Jones |
| Ms. Jones | Parent | Jane Jones |
| | | |
| | | |

I (We) the parent(s)/ legal guardian(s) of Ellen Jones have reviewed this IEP and approve the recommendations and program.

Signature(s): Earl L. Jones

Date: June 20, 1980

SAMPLE

Individual Education Program

Basic Plan/Instructional Guide

Name: Ellen Jones

A. Description of Current Speech and Language Behavior

Ellen exhibits an articulation disorder characterized by the consistent distortion of the (r) sound in all positions in spontaneous speech. The sound articulated is similar in positioning for (w) but with increased tension in lower lip. The parent and classroom teacher observe the same behavior at home and in class. Ellen can express herself appropriately and other communication skills appear age appropriate.

B. Annual Goals and Objectives

1. Ellen will use the correct (r) sound in all positions in 95 percent of her spontaneous speech.

   a) Ellen will discriminate between the correct sound and incorrect sound in the speech of the teacher (speech).

   b) Ellen will discriminate between the correct and incorrect sound produced by teacher on a tape recorder.

   c) Ellen will correctly produce the (r) sound in isolation with 80 percent accuracy.

   d) Ellen will correctly articulate (r) sound in simple nonsense syllables with 95 percent accuracy.

   e) Ellen will correctly articulate (r) sound in nonsense words, and phrases composed of nonsense words with 90 percent accuracy.

   f) Ellen will correctly articulate (r) sound in meaningful words with 95 percent accuracy.

   g) Ellen will correctly articulate the (r) sound in sentences in spontaneous speech with 95 percent accuracy.

SAMPLE

C. Description of the Program

Ellen will be seen by the speech correctionist once a week in a group of three students. This program will begin September 25, 1980 and continue until June unless the annual goal is accomplished at an earlier date.

D. Strategies - Media - Material

Auditory and visual clues will be emphasized in order to shape the successive approximations to the target sound. A strong program of training in nonsense sounds will be done before the introduction of meaningful words.

E. Evaluation Procedure

Progress will be evaluated informally by speech correctionist during the sessions and with a standardized articulation test in June. Periodic consultation with parent(s) and teacher will occur to determine level of carryover into spontaneous speech.

SAMPLE

# CLASSIFICATION AND INDIVIDUALIZED EDUCATION PROGRAM REPORT

**Name:** Michael Smith **D.O.B.** 10/18/67

**School:** Sunny Brook **District** River Dale

**Grade:** 7 **Teacher** Ms. Ross

| Date of Evaluation | Evaluator |
|---|---|
| 8-18-79 | Dr. Jones, ENT |
| 9-18-79 | Mr. Ennis |

**Classification:** Eligible for Speech Correction Services

**IEP CONFERENCE** **Date:** 9-23-79

| Participants | Title | Signature |
|---|---|---|
| Mr. Ennis | Speech Correctionist | Bruce Ennis |
| Mr. Smith | Parent | John Smith |
| Ms. Smith | Parent | Karen Smith |
| Ms. Ross | Teacher | Lita Ross |
| | | |

I (We) the parent(s)/ legal guardian(s) of Michael Smith have reviewed this IEP and approve the recommendations and program.

Signature(s): Karen Smith
Date: 9-25-79

SAMPLE

Individual Education Program

Basic Plan/Instructional Guide

Name: Michael Smith

A. Description of Current Speech and Language Behavior

Michael's pitch, loudness and quality are not appropriate for his age and sex. His pitch appears low, intensity is loud, and the quality is harsh. No deviations were noted in resonance.

Michael was seen by Dr. Jones, ENT. An indirect laryngoscopy revealed small bilateral vocal nodules. Dr. Jones suggested that the etiology is related to vocal abuse. He further recommends voice therapy for management.

B. Annual Goals and Objectives

1. Michael will be able to identify vocal behaviors.

   a) Michael will be able to identify abusive vocal behaviors in himself auditorily and tactily.

   b) Michael will be able to count and monitor his vocal abuses.

   c) Michael will be able to identify situations in which his vocal abuses are found.

   d) Michael will be able to select and implement alternative behaviors for vocal abuses.

   e) Michael will be able to reduce and eliminate his vocal abuses.

   f) Michael will be able to transfer and carryover the corrected voice patterns outside of the therapy situations.

2. Michael will be able to establish optimal pitch.

   a) Michael will be able to locate his habitual pitch and establish optimal pitch.

   b) Michael will be able to improve pitch discrimination and pitch placement skills.

   c) Michael will be able to improve his pitch image.

   d) Michael will be able to use his optimal pitch level outside of the therapy situations during spontaneous conversation.

SAMPLE

3. Michael will be able to eliminate the harsh quality in his voice.

   a) Michael will be able to gain a better understanding of his voice problem through ear training and self-monitoring.

   b) Michael will be able to improve breath supply and control.

   c) Michael will be able to relax the larynx, pharynx and articulators.

   d) Michael will be able to continue using the newly learned voice quality through techniques of carryover.

C. Description of the Program

Michael will receive individual therapy one day per week for 30 minutes. The program will begin September 28, 1979 and continue until he eliminates the vocal nodules and is able to carry over a voice with good pitch, loudness and quality.

D. Strategies, Media, Materials

relaxation exercises
exercises for determining and comparing habitual and optimal pitch
parent and teacher monitoring
tape recorder
mirror
piano
vocal abuse charts
pocket counter

E. Evaluation Procedures

Re-evaluation by the ENT at conclusion of program.

Parent and teacher evaluation by charting vocal abuses and alternative behaviors.

Student evaluation by charting vocal abuses and alternative behaviors.

Student evaluation through use of a tape recorder.

Student evaluation and carryover through ear training and self-monitoring speech-language pathologist evaluation.

SAMPLE

# CLASSIFICATION AND INDIVIDUALIZED EDUCATION PROGRAM REPORT

Name: Sam Hancock D.O.B. 9-4-67

School: Venice District Rome

Grade: 7 Teacher Ms. Fein

| Date of Evaluation | Evaluator |
|---|---|
| June 3, 1979 | Ms. Hill |

Classification: Eligible for Speech Correction Services

IEP CONFERENCE Date: June 10, 1979

| Participants | Title | Signature |
|---|---|---|
| Ms. Hill | Speech Correctionist | Ms. Hill |
| Ms. Fein | Teacher | Janet Fein |
| Mr. Hancock | Parent | John Hancock |
| | | |
| | | |

I (We) the parent(s)/ legal guardian(s) of Sam Hancock have reviewed this IEP and approve the recommendations and program.

Signature(s): John Hancock

Date: June 12 1979

SAMPLE

Individualized Education Program

Basic Plan/Instructional Guide

Name: Sam Hancock

A. Description of Current Speech and Language Behavior

Sam exhibits nonfluent behavior during conversational speech and oral reading. Nonfluencies are characterized by syllable repetitions, prolongations associated with tension and an interruption of airflow. There is a loss of eye contact during speaking and a general appearance of discomfort. Sam is upset by his speech and will avoid speaking in certain situations. Sam's parents also are upset by this problem and have expressed a desire for an intervention program.

B. Annual Goals and Objectives

1. Sam will demonstrate the ability to identify his feelings, attitudes and behaviors which are part of his stuttering syndrome.

   a) Sam will be able to verbalize those situations that are most difficult (e.g. responding in class) in contrast to those least difficult (e.g. talking to his pet).

   b) Sam will be able to describe the behavioral components of his stuttering (e.g. I look away, I repeat syllables, etc.).

2. Sam will be able to change one aspect of the stuttering related behaviors in (speech) teacher directed activities.

   a) Sam will change one behavior (to be determined during therapy) in low stress situations.

   b) Sam will be able to verbalize his abilities and difficulties with this task.

3. Sam and the therapist will develop a number of speech motor acts that facilitate fluency (e.g. slow speech, initiation with ease, control of volume, light contacts).

   a) Sam will demonstrate comprehension of the motor acts mentioned above.

   b) Sam and the therapist will determine which of these are most effective for him.

SAMPLE

4. Sam will be able to incorporate the fluency controls into conversational speech.

   a. Sam will use these controls during conversation with the speech teacher.

   b. Sam will use these controls during conversational speech in the classroom.

   c. Sam will use these controls during conversational speech at home.

C. Description of Program

Sam will be seen individually by the speech correctionist twice a week for 25 minute sessions. This program will begin September 28, 1979 and continue until June 1980. Conferences will be held with the parents bi-monthly. Close communication between the teacher and therapist will be maintained in order for him to be fully aware of the process.

D. Strategies, Media and Materials

The program involves developing an awareness of the syndrome of behavior and a gradual increase in the ability to control those behaviors. It is a structured program based on the behavioral manifestation of the symptoms.

E. Evaluation Procedure

Progress will be measured by teacher and student assessment of whether or not the objectives have been met. Parents and teacher assessment of fluency also will be included.

SAMPLE

# CLASSIFICATION AND INDIVIDUALIZED EDUCATION PROGRAM REPORT

Name: Sarah Stevens D.O.B. 4/9/73

School: Lincoln District Hopevale

Grade: 1 Teacher Carole Fields

| Date of Evaluation | Evaluator |
|---|---|
| 9-30-79 | Heidi Silver |

Classification: Eligible for Speech Correction Services

IEP CONFERENCE Date: October 7, 1979

| Participants | Title | Signature |
|---|---|---|
| Heidi Silver | Speech Correctionist | Heidi Silver |
| Rebecca Stevens | Parent | Rebecca Stevens |
| Gary Stevens | Parent | Gary Stevens |
| Carole Fields | Teacher | Carole Fields |
| | | |

I (We) the parent(s)/ legal guardian(s) of Sarah Stevens have reviewed this IEP and approve the recommendations and program.

Signature(s): Rebecca Stevens

Date: 10-9-79

SAMPLE

Individual Education Program

Basic Plan/Instructional Guide

Name: Sarah Stevens

A. Description of Current Speech and Language Behavior

Speech and language testing, as well as conversational speech, reveal a language disorder in the area of syntax. Sarah has specific difficulty with the use of the *to be* verb, negation, and formulation of questions. Testing reveals a significant problem in the expression of these syntactical structures while comprehension remains intact. This is confirmed by her classroom teacher who reports that Sarah is doing grade level work academically but experiences difficulty in verbal communication.

B. Annual Goals and Objectives

1. Sarah will use the *to be* verb appropriately in conversational speech.

   a. Sarah consistently will use the appropriate form of the *to be* verb in the present tense.

   b. Sarah consistently will use the appropriate form of the *to be* verb in the past tense.

   c. Sarah consistently will use the appropriate form of the *to be* verb in the future tense.

2. Sarah will use the appropriate form of negation in conversational speech.

   a. Sarah will use appropriate negative transformations in non-contracted forms such as: will not, is not, can not, etc.

   b. Sarah will use appropriate negative transformations in contracted forms such as: shouldn't, hasn't aren't, etc.

3. Sarah will form appropriate questions in conversational speech.

   a. Sarah will use who, what, where, when and how appropriately in questions.

   b. Sarah will form yes/no type questions using is, have, do, etc.

   c. Sarah will form questions using words such as can, can't, will, won't, would and wouldn't.

SAMPLE

C. Description of the Program

Sarah will be seen individually once a week, and once a week in a group of three pupils with similar needs. Both sessions will be 30 minutes in duration. The program will begin October 15, 1979 and continue until June 1980. The classroom teacher continually will be informed of the objectives being addressed in order to encourage appropriate language in classroom situations.

D. Strategy, Media and Materials

Strategies will include modeling of the language forms and opportunities to use the structures in elicited conversations. Sarah's parents indicate that she is extremely interested in animals, therefore, the speech correctionist will develop activities using this topic. Other materials include: Developmental Syntax Program, Distar II Story Book, Parts of Speech Cards and Language Master.

E. Evaluation Procedure

Progress continually will be evaluated through informal assessment by the speech correctionist and formally in June using standardized tests. Evaluation will include parental observations and the classroom teacher's assessment of Sarah's progress.